

House File 713 - Introduced

HOUSE FILE 713

BY WILLS

A BILL FOR

1 An Act relating to the establishment of a school turnaround
2 program by the department of education to contract with an
3 independent school turnaround expert to provide services to
4 public schools designated as being in need of intervention.
5 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. NEW SECTION. **256J.1 Short title.**

2 This chapter shall be known and may be cited as the "*School*
3 *Turnaround Act*".

4 Sec. 2. NEW SECTION. **256J.2 Definitions.**

5 For purposes of this chapter, unless the context otherwise
6 requires:

7 1. "*Department*" means the department of education.

8 2. "*Initial remedial year*" means the year in which a public
9 school is designated as a public school in need of intervention
10 under section 256J.3.

11 3. "*Practitioner*" means the same as defined in section
12 272.2.

13 4. "*Public school*" means a school district as described in
14 chapter 274 and includes public school attendance centers used
15 for instructional purposes for elementary, middle, or secondary
16 school students.

17 5. "*Public school in need of intervention*" means a public
18 school that has been designated as in need of intervention by
19 the department according to an outcome-based measure pursuant
20 to section 256J.3.

21 6. "*School board*" means the board of directors of a school
22 district that has a public school in need of intervention
23 designated by the department pursuant to section 256J.3,
24 subsection 3.

25 7. "*Statewide assessment*" means the summative assessment of
26 student progress administered by school districts pursuant to
27 section 256.7, subsection 21, paragraph "b".

28 Sec. 3. NEW SECTION. **256J.3 Identification of public**
29 **schools in need of intervention.**

30 1. Subject to an appropriation of funds by the general
31 assembly for this purpose, the department shall establish a
32 school turnaround program to assist schools designated by the
33 department as a public school in need of intervention under
34 this chapter.

35 2. The department shall develop and use outcome-based

1 school performance measures to set criteria for the designation
2 of public schools in need of intervention, and shall determine
3 the performance measures and specific criteria necessary for
4 designated public schools to exit the program.

5 3. No more than one month after school performance
6 measures used in accordance with subsection 2 are made public,
7 the department shall designate the public schools that the
8 department determines to be in need of intervention under the
9 criteria established pursuant to subsection 2.

10 4. The department shall determine the specific criteria a
11 school must meet to exit the program based on the performance
12 measures set forth in accordance with subsection 2.

13 Sec. 4. NEW SECTION. 256J.4 School turnaround committee —
14 plan — school district duties.

15 1. On or before October 1 of an initial remedial year, the
16 school board shall establish a school turnaround committee
17 composed of the following members:

18 a. One member of the school board.

19 b. The school principal if the designated public school
20 in need of intervention is an attendance center or the
21 superintendent if the school district as a whole is designated
22 as a public school in need of intervention.

23 c. Three parents or guardians of students enrolled in the
24 public school in need of intervention who are appointed by the
25 president of the school board.

26 d. Four teachers at the public school in need of
27 intervention who are appointed by the principal or the
28 superintendent as appropriate.

29 2. On or before October 15 of an initial remedial year, the
30 school board shall partner with the school turnaround committee
31 to select an independent school turnaround expert from the
32 experts identified and placed on a list of approved independent
33 school turnaround experts maintained by the department pursuant
34 to section 256J.5.

35 3. An independent school turnaround expert is ineligible to

1 be considered or selected by a school board or committee if the
2 expert meets any of the following conditions:

3 *a.* Is the school board of the public school in need of
4 intervention.

5 *b.* Is an employee of the school board or of the public
6 school in need of intervention.

7 4. A school turnaround committee shall partner with the
8 independent school turnaround expert selected pursuant to
9 subsection 2 to develop and implement a school turnaround plan
10 that includes all of the following:

11 *a.* The findings of the analysis conducted by the independent
12 school turnaround expert described in section 256J.5,
13 subsection 1.

14 *b.* Recommendations regarding changes to the school's
15 personnel, culture, curriculum, assessments, instructional
16 practices, digital tools for teaching and learning, governance,
17 leadership, finances, policies, or other areas that may be
18 necessary to implement the school turnaround plan.

19 *c.* Measurable student achievement goals and objectives.

20 *d.* A professional development plan that identifies a
21 strategy to address problems of instructional practice.

22 *e.* A leadership development plan focused on proven
23 strategies to turn around schools in need of intervention that
24 align with the Iowa standards for school administrators adopted
25 pursuant to section 256.7, subsection 27.

26 *f.* A detailed budget specifying how the school turnaround
27 plan will be funded.

28 *g.* A plan to assess and monitor progress.

29 *h.* A plan to communicate and report data on progress to
30 stakeholders.

31 *i.* A timeline for implementation.

32 5. The school board shall do all of the following to the
33 extent consistent with law:

34 *a.* Prioritize funding and resources to the public school in
35 need of intervention.

1 *b.* Grant the school streamlined authority over staff,
2 schedule, policies, budget, and academic programs to implement
3 the school turnaround plan.

4 6. On or before March 1 of an initial remedial year, the
5 school turnaround committee shall submit the school turnaround
6 plan to the school board for approval.

7 7. Except as provided in subsection 8, on or before April 1
8 of an initial remedial year, the school board shall submit the
9 school turnaround plan to the department for approval.

10 8. If the school board disapproves the school turnaround
11 plan submitted under subsection 6, the school turnaround
12 committee may appeal the disapproval to the state board of
13 education in accordance with rules adopted by the state board
14 pursuant to chapter 17A.

15 9. On or before November 30 annually, the department shall
16 submit a report to the general assembly identifying each school
17 district or attendance center designated a public school in
18 need of intervention and summarizing the actions taken by
19 the department, the school districts, and the public schools
20 in need of intervention; summarizing the contracts awarded
21 by the department to independent school turnaround experts;
22 identifying outcomes achieved under such contracts, as well
23 as failures to meet exit criteria and extensions issued under
24 section 256J.7; and detailing distribution and use of moneys
25 awarded or issued under this chapter.

26 Sec. 5. NEW SECTION. **256J.5 Approved independent school**
27 **turnaround experts — approval of plans — appeals process.**

28 1. On or before August 30, annually, the department shall
29 identify two or more approved independent school turnaround
30 experts, through a request for proposals process, that a public
31 school in need of intervention may partner with to do all of
32 the following:

33 *a.* Collect and analyze data on the school's student
34 achievement, personnel, culture, curriculum, assessments,
35 instructional practices, digital tools for teaching and

1 learning, governance, leadership, finances, and policies.

2 *b.* Recommend changes to the school's culture, curriculum,
3 assessments, instructional practices, governance, finances,
4 policies, or other areas based on data collected under
5 subsection 1.

6 *c.* Develop and implement, in partnership with the school
7 turnaround committee, a school turnaround plan that meets the
8 requirements of section 256J.4, subsection 4.

9 *d.* Monitor the effectiveness of a school turnaround plan
10 through reliable means of evaluation, including on-site visits,
11 observations, surveys, analysis of student achievement data,
12 and interviews.

13 *e.* Provide ongoing implementation support and project
14 management for a school turnaround plan.

15 *f.* Provide high-quality professional development and
16 coaching personalized for school staff that is designed to
17 build all of the following:

18 (1) Leadership capacity of the school principal.

19 (2) Instructional capacity of school staff.

20 (3) Collaborative practices of teacher and leadership
21 teams.

22 *g.* Provide job-embedded professional learning and coaching
23 for all instructional staff on at least a weekly basis.

24 *h.* Provide job-embedded professional learning and coaching
25 for the school principal at least twice monthly, focused on
26 proven strategies to turn around public schools in need of
27 intervention that are aligned with the Iowa teaching standards
28 as set forth in section 284.3, and the Iowa standards for
29 school administrators adopted pursuant to section 256.7,
30 subsection 27.

31 *i.* Leverage support from community partners to coordinate
32 an efficient delivery of supports to students both inside and
33 outside the classroom.

34 2. Independent school turnaround experts identified by
35 the department pursuant to subsection 1 shall meet all of the

1 following criteria:

2 *a.* Have a credible track record of improving student
3 academic achievement in public schools with various demographic
4 characteristics, as measured by statewide assessments.

5 *b.* Have experience designing, implementing, and evaluating
6 data-driven instructional systems in public schools.

7 *c.* Have experience coaching public school administrators
8 and teachers on designing and implementing data-driven school
9 improvement plans.

10 *d.* Have experience collaborating with the various education
11 entities that govern public schools.

12 *e.* Have experience delivering high-quality professional
13 development and coaching in instructional effectiveness to
14 public school administrators and teachers.

15 *f.* Agree to be compensated for professional services based
16 on performance as described in section 256J.6.

17 *g.* Agree to partner with any public school in need of
18 intervention in the state, regardless of location.

19 Sec. 6. NEW SECTION. 256J.6 **Contracts — criteria — duties**
20 **of the department — use of moneys.**

21 1. When awarding a contract to an independent school
22 turnaround expert selected by a school board under section
23 256J.4, the department shall ensure that the contract specifies
24 that the department will do all of the following:

25 *a.* Pay an independent school turnaround expert no more
26 than fifty percent of the expert's professional fees at the
27 beginning of the independent school turnaround expert's work
28 for the public school in need of intervention.

29 *b.* Pay the remainder of the independent school turnaround
30 expert's professional fees upon the independent school
31 turnaround expert successfully helping a public school in
32 need of intervention meet exit criteria as determined by the
33 department under section 256J.3, subsection 2, within three
34 school years after being designated as a public school in need
35 of intervention.

1 2. In negotiating a contract with an independent school
2 turnaround expert, the department shall offer all of the
3 following:

4 *a.* An average of five hundred thousand dollars per school
5 for the entirety of the project.

6 *b.* Differentiated amounts of funding based on student
7 enrollment.

8 *c.* A higher amount of funding for schools that are in the
9 lowest-performing one percent of schools statewide according to
10 outcomes-based measures established pursuant to section 256J.3,
11 subsection 2.

12 3. The department shall perform all of the following duties:

13 *a.* Review a school turnaround plan submitted for approval
14 under section 256J.4, subsection 7, within thirty days of
15 submission.

16 *b.* Approve a school turnaround plan that meets all of the
17 following criteria:

18 (1) Is timely.

19 (2) Is well-developed.

20 (3) Meets the requirements of section 256J.4, subsection 4.

21 *c.* Subject to an appropriation of funds by the general
22 assembly for this purpose, provide moneys to a public school
23 in need of intervention for interventions identified in an
24 approved school turnaround plan if the school board provides
25 matching funds or an in-kind contribution of goods or services
26 in an amount equal to the funding the public school in need of
27 intervention would receive from the department.

28 4. The state board of education shall adopt rules under
29 chapter 17A to establish an appeals process for the following:

30 *a.* A public school in need of intervention that is not
31 granted approval from the school board under section 256J.4,
32 subsection 6. If the public school in need of intervention
33 submits an appeal to the state board of education on a timely
34 basis, the state board shall resolve the appeal on or before
35 April 1 of the initial remedial year.

1 *b.* A school board that is not granted approval for a school
2 turnaround plan from the department under subsection 3. If the
3 school board submits an appeal to the state board of education
4 on a timely basis, the state board shall resolve the appeal on
5 or before May 15 of the initial remedial year.

6 5. The department shall balance the need to prioritize
7 funding appropriated by the general assembly pursuant to this
8 section to contract with highly qualified independent school
9 turnaround experts with the need to set aside funding for all
10 of the following:

11 *a.* Interventions to facilitate the implementation of a
12 school turnaround plan under section 256J.4.

13 *b.* The school recognition and reward program created under
14 section 256J.8.

15 Sec. 7. NEW SECTION. 256J.7 Failure to improve —
16 extensions — consequences.

17 1. A public school in need of intervention that does not
18 meet the exit criteria determined pursuant to section 256J.3,
19 within three school years after being designated as a public
20 school in need of intervention, may petition the department
21 for an extension to continue school improvement efforts for up
22 to two years. The department shall grant an extension only
23 if the public school in need of intervention has demonstrated
24 at least fifty percent of the improvement necessary to exit
25 the turnaround process or submits an appeal to the department.
26 A public school in need of intervention that is granted an
27 extension under this subsection may continue to receive moneys
28 pursuant to section 256J.6.

29 2. The department may extend the contract of an independent
30 school turnaround expert of a public school in need of
31 intervention that is granted an extension under subsection 1.

32 3. The state board of education shall adopt rules pursuant
33 to chapter 17A establishing consequences for a public school
34 in need of intervention that meets either of the following
35 criteria:

1 a. Does not meet the predetermined exit criteria established
2 under section 256J.3 within three school years after the day on
3 which the public school in need of intervention was designated
4 as such, and is not granted an extension under subsection 1.

5 b. Is granted an extension under subsection 1 and does not
6 meet the predetermined exit criteria established under section
7 256J.3 within three school years after the day on which the
8 public school in need of intervention is granted an extension
9 under subsection 1.

10 Sec. 8. NEW SECTION. 256J.8 School recognition and reward
11 program.

12 1. As used in this section, "*eligible school*" means a public
13 school in need of intervention that meets any of the following
14 criteria:

15 a. Meets predetermined exit criteria under section 256J.3
16 within three school years after the day on which the public
17 school in need of intervention was designated as such under
18 section 256J.3.

19 b. Has been granted an extension under section 256J.7 and
20 meets predetermined exit criteria within the extension period.

21 2. Subject to an appropriation of funds by the general
22 assembly for this purpose, the department shall establish a
23 school recognition and reward program to provide incentives to
24 schools and educators to improve the public school in need of
25 intervention.

26 3. The department, pursuant to rules adopted by the
27 state board under chapter 17A, may determine and distribute
28 rewards, financial or otherwise, for eligible schools or the
29 practitioners employed at eligible schools.

30 Sec. 9. NEW SECTION. 256J.9 School intervention fund.

31 There is established in the state treasury a school
32 intervention fund that is under the control of and administered
33 by the department of education. The department may accept
34 gifts, grants, bequests, and other private contributions, as
35 well as state or federal funds, and shall deposit the moneys in

1 the fund to be used for purposes of this chapter. Moneys in the
 2 fund are appropriated to the department and shall be used for
 3 the purposes of this chapter. Notwithstanding section 8.33,
 4 moneys in the fund that remain unencumbered or unobligated at
 5 the close of the fiscal year shall not revert but shall remain
 6 available for expenditure for the purposes designated until the
 7 close of the succeeding fiscal year. Notwithstanding section
 8 12C.7, subsection 2, interest earned on moneys in the school
 9 intervention fund shall be credited to the fund.

10 EXPLANATION

11 The inclusion of this explanation does not constitute agreement with
 12 the explanation's substance by the members of the general assembly.

13 This bill establishes the "School Turnaround Act", which
 14 includes a school turnaround program and a school recognition
 15 and reward program within the department of education, subject
 16 to an appropriation by the general assembly, and a school
 17 intervention fund in the state treasury that is under the
 18 control of and administered by the department.

19 The purpose of the Code chapter is to provide a process
 20 for the designation of public schools in need of intervention
 21 using outcomes-based criteria, for the development of a school
 22 turnaround plan which must be approved by the state board of
 23 education, and for the identification of independent school
 24 turnaround experts with whom the department may enter into
 25 a contract for the provision of interventions identified
 26 in an approved school turnaround plan designed to achieve
 27 predetermined outcomes at the designated public school in need
 28 of intervention.

29 The bill provides definitions, including "initial remedial
 30 year"; "public school in need of intervention", which means
 31 a public school district or public school attendance center
 32 that has been designated as in need of intervention by the
 33 department; and "public school".

34 In addition to developing and using outcome-based school
 35 performance measures to set criteria for the designation of

1 public schools in need of intervention, the department must
2 determine the criteria necessary for designated public schools
3 to exit the program.

4 The bill establishes timelines for the process of
5 designating schools, the establishment of school turnaround
6 committees by the board of directors of the school district,
7 the establishment of partnerships between such committees and
8 the school board, the submission of a school turnaround plan
9 by the committee to the school board for approval, submission
10 of the plan to the department for approval, for the annual
11 identification of two or more approved independent school
12 turnaround experts by the department, and for the time by which
13 an exit criteria must be met or by which a petition must be
14 submitted to the department for an extension to continue school
15 turnaround efforts.

16 The school turnaround committee the school board must
17 appoint must be comprised of a school board member; the
18 principal of an attendance center or the superintendent of
19 the school district, as appropriate; parents or guardians of
20 students enrolled in the designated public school; and teachers
21 appointed by a school administrator.

22 The school board partners with the school turnaround
23 committee to select an independent school turnaround expert
24 from the experts identified and placed on a list of approved
25 independent school turnaround experts maintained by the
26 department.

27 An independent school turnaround expert is ineligible to be
28 considered or selected by a school board or committee if the
29 expert is on the school board or is an employee of the school
30 board or the designated school.

31 The school turnaround committee must partner with the
32 independent school turnaround expert selected to develop and
33 implement a school turnaround plan. The plan must include the
34 findings of the analysis of the independent school turnaround
35 expert, recommendations regarding changes to the designated

1 school, measurable student achievement goals and objectives,
2 a professional development and leadership plan, a detailed
3 budget, plans to assess and monitor progress, and a timeline
4 for implementation.

5 The school board must prioritize funding and resources, and
6 grant the school streamlined authority to implement the plan.

7 If the school board disapproves the plan, the committee may
8 appeal the disapproval to the state board of education.

9 On or before November 30 annually, the department shall
10 submit a report to the general assembly that includes
11 information regarding the schools designated, the outcomes
12 and any failures, and the contracts awarded and the moneys
13 distributed and used.

14 Under the program, designated schools may partner with
15 an independent school turnaround expert from the list
16 maintained by the department, to collect and analyze school
17 data; recommend changes; develop and implement a school
18 turnaround plan in partnership with the school turnaround
19 committee; monitor the effectiveness of a plan; provide
20 ongoing implementation support and project management; provide
21 high-quality professional development and coaching personalized
22 for school staff; provide job-embedded professional learning
23 and coaching for instructional and administrative staff; and
24 leverage support from community partners.

25 Independent school turnaround experts identified by the
26 department must meet criteria specified in the bill, including
27 having a credible track record of improving student academic
28 achievement; experience designing, implementing, and evaluating
29 data-driven instructional systems in public schools; experience
30 coaching public school practitioners on designing and
31 implementing data-driven school improvement plans; experience
32 with entities that govern public schools; experience delivering
33 high-quality professional development and coaching; agree to
34 be compensated for professional services based on performance
35 measures; and agree to partner with any public school in need

1 of intervention in the state, regardless of location.

2 The bill directs the department to ensure that a contract
3 entered into by the department and the expert will pay the
4 expert no more than 50 percent of the expert's professional
5 fees at the beginning of the work for the designated school,
6 with the remainder to be paid upon successfully helping the
7 designated school meet exit criteria, as determined by the
8 department, within three school years.

9 In negotiating the contract, the department must offer an
10 average of \$500,000 per school for the entirety of the project,
11 differentiated amounts of funding based on student enrollment,
12 and a higher amount of funding for schools that are in the
13 lowest performing 1 percent of schools statewide.

14 In addition, the department is directed to review a school
15 turnaround plan within 30 days of submission; approve a school
16 turnaround plan that is timely, is well-developed, and meets
17 the department's outcomes-based criteria; and, subject to
18 an appropriation of funds by the general assembly, provide
19 moneys to a designated school for interventions identified
20 in an approved school turnaround plan if the school board
21 provides matching funds or an in-kind contribution of goods or
22 services in an amount equal to the funding the school in need
23 of intervention would receive from the department.

24 The state board of education must adopt rules to establish
25 appeals processes for a designated school not granted approval
26 from the school board and for a school board that is not
27 granted approval from the department.

28 The department must balance the need to prioritize funding
29 to contract with highly qualified independent school turnaround
30 experts with the need to set aside funding for interventions to
31 facilitate the implementation of a school turnaround plan and
32 the school recognition and reward program.

33 A designated school that does not meet the exit criteria
34 within three school years after designation may petition
35 the department for an extension for up to two years. The

1 department must grant the extension only if the school has
2 demonstrated at least 50 percent of the improvement necessary
3 to exit the turnaround process or submits an appeal to the
4 department. The department may extend the contract of an
5 independent school turnaround expert of a designated school
6 that is granted an extension.

7 The state board of education must adopt rules establishing
8 consequences for a designated school that does not meet the
9 predetermined exit criteria within three school years or is
10 granted an extension and does not meet the predetermined exit
11 criteria within three school years after the day on which the
12 school was granted an extension.

13 Subject to an appropriation of funds by the general
14 assembly, the department must establish a school recognition
15 and reward program to provide incentives to schools and
16 educators to improve the public school in need of intervention.
17 The department may determine and distribute rewards, financial
18 or otherwise, for eligible schools or the practitioners
19 employed at eligible schools. "Eligible school" is defined
20 as a designated school that meets predetermined exit criteria
21 within three school years or meets predetermined exit criteria
22 within the extension period.

23 The bill establishes a school intervention fund in the state
24 treasury that is under the control of and administered by the
25 department of education. Moneys in the fund do not revert at
26 the end of a fiscal year and interest earned on moneys in the
27 fund are credited to the fund.